R E P O R T R E S U M E S

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BLOOMINGTON BASE THREE PLAN FOR SMALL HIGH SCHOOL CURRICULUM DEVELOPMENT.

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A CURRICULUM PLAN HAS BEEN DEVELOPED BY THE BLOOMINGTON, WISCONSIN, COMMUNITY SCHOOLS TO EXPAND CURRICULUM OFFERINGS BY 30 PERCENT USING EXISTING TEACHING STAFF AND PHYSICAL FACILITIES. THE SCHOOL DAY IS DIVIDED INTO 21 MODULES OF 19 MINUTES EACH. SEVEN MODULES ARE GROUPED INTO A BLOCK. THREE BLOCKS CONSTITUTE A SCHOOL DAY. THE SCHOOL YEAR IS DIVIDED INTO THREE QUARTERS OF 13 WEEKS EACH. AT LEAST TWO ACADEMIC STUDENTS ARE TAKEN FOR ONE QUARTER AND THEN DROPPED, WITH TWO OTHERS SUBSTITUTED. ONE TIME BLOCK EACH DAY THROUGHOUT THE YEAR IS DEVOTED TO MANIPULATIVE SKILLS. TEACHER PREPARATION TIME CONSTITUTES ONE THIRD OF THE TEACHING DAY. RESULTS WILL BE TABULATED AND CATEGORIZED FOR FINAL EVALUATION AT THE END OF THE 1966-67 SCHOOL YEAR. (JM)

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RC 000 769

TITLE: Bloomington Base Three Plan For Small
High School Curriculum Development

SUBMITTED BY: Bloomington Community Schools

INITIATED BY: Joseph Pellegrin, Superintendent of Schools

Project Director

Telephone - 994-2943 Area code - 608

SPONSORED BY: Joint District No. 2
Village of Bloomington et al

Joseph Pellegrin

TRANSMITTED BY: Joseph Pellegrin, Superintendent

DATE: March 14, 1966

ABSTRACT

OBJECTIVES: To revise curriculum planning for small high schools by providing a total educational environment under the supervision of qualified teachers. By using revised curriculum procedures the curriculum offering will be increased by thirty per cent, teacher offering will be increased by nearly twenty per cent and class room utilization will gain an additional ten per cent. Teacher preparation time will constitute one third of the teaching day, thus allowing adequate time for preparation. Education opportunities for otherwise educationally deprived youth will be enhanced by this program. New depths will be opened to these deprived youth by expanding the curriculum offering. Due to re-directed attention involving learning situations, re-emphasizing guidance programs, increase individual help and recognition by teachers and supervisors, high school drop-outs will become a thing of the past at Bloomington.

PROCEDURES: (1) The school day is divided into twenty-one modules of nineteen minutes each. (2) Seven modules are grouped into a block of time one hundred and thirty-three minutes each. Three blocks of time constitute one school day. (3) Each school year is divided into three periods of thirteen weeks each. (4) An academic subject taken for one block of time for thirteen weeks is equal to one years study in that subject area. (5) When an academic subject has been completed by a student at the end of a thirteen week period, the subject is then dropped and another one taken in its place. (6) Students are required to complete two academic blocks each thirteen week period. (7) One block of seven modules each day is devoted to manipulative skills and subject arts, and is constant through out the entire school year. (See attachment) (8) All modules in the manipulative art-academic block are fluid and vary from day to day, thus enabling each student to participate in nine subjects through out the school year. (See attachment) (9) Progress will be tabulated and categorized for final analysis at the end of the school year.

PROBLEM

One of the main questions that remains unanswered today in Comprehensive High School Curriculum Planning is how to increase student participation in curriculum offerings without lengthening the school day or involving an enormous amount of money to improve facilities. This question is manifested greatly for the smaller high schools of the nation because small high schools are limited in more ways than larger high schools. First, financial resources are usually meager. Second, curriculum offerings are curtailed due to inadequate staffing or diversified staff assignments. Third, quality of instruction is inadequate due to available staff preparation time. Fourth, vocational bound and college bound students are forced into narrow tracks that dictate their study schedule and leave little chance for the selection of subjects that are regarded as essential for life adjustment and Fifth, few small high schools now have adequate floor space to accomodate the above improvements even if they were possible to achieve. Bloomington operates a small high school of under 200 enrollment and these are the problems now being found in our school.

OBJECTIVES

The objectives to be achieved in this study are as follows:

1. Student participation in curriculum offerings will be increased by 30% without substantially increasing the teaching staff.
2. Teachers will have 1/3 of the teaching days available for classroom preparation.
3. Teachers will have only one classroom preparation per day, at most, two per day.

4. Existing classrooms will be utilized an additional 10%.

5. Students will gain 1,000 minutes of additional class room instruction per unit of study.

6. Student preparation will be limited to two academic preparations per day.

7. Teachers will be used for classroom teaching an additional 20%.

8. Teachers will be encouraged to use newer methods for class room presentation and group activities.

9. Teachers individual help to students will increase by 75%.

10. Subject matter specialists will be given an opportunity to teach students and consult with faculty members of the feeder schools, thus stimulating interest in learning.

HYPOTHESES

(1) By providing students and teachers with fewer preparations per day economy will be realized in educational effort. Because classroom study is concentrated in a block of time greater depth and perficiency in subject matter and lack of duplication of effort will result.

(2) By placing high school students in a constructive learning situation under the supervision of a qualified teacher the quest for knowledge will grow by providing the teacher with adequate preparation time.

(3) Students will gain better understanding in academic subjects when placed in a course unit for 135 minutes per day, 5 days per week, for 13 weeks, as compared to 50 minutes per day, 5 days per week, for 36 weeks.

PROCEDURES

General Design: At present, data is being collected from the control group. Comparison is to be made with the experimental group

in the spring of 1967. The data now being collected consists of Quarterly, Semester, and Yearly Academic Achievement Results, and Quarterly, Semester, and Yearly Unit Plans. In this way a comparison can be drawn to determine the achievement levels and the amount of subject matter covered.

The control group consists of 185 high school students, grades 9 to 12, who are now enrolled under our conventional scheduling pattern. The experimental group will consist of 172 high school students who will be enrolled at Bloomington under the experimental curriculum plan for the 1966-1967 school year.

At the end of the 1966-1967 school year, data collected from the control group and the experimental group will be evaluated to determine whether or not the hypotheses are supported.

An evaluation of the program will be made in the spring of 1967. The Sequential Tests of Educational Progress (STEP) will be given to all high school students in the spring of 1967. The reading, social studies, science and mathematics components of the STEP will be administered in the spring of 1966 and again in the spring of 1967. Comparisons can then be made between the 1966 and the 1967 scores. The Hennon-Nelson Test of Mental Maturity will be administered in the fall of 1966 to help determine the ability of the students involved.

It will be impossible to determine the implications for the study until the required time has lapsed. However, indications may be gained periodically to test the hypotheses at the end of each 13 week session.

PERSONNEL

The study will be guided by Mr. Joseph Pellegrin, Superintendent

of Schools, Mr. Jerald Johnson, Guidance and Curriculum Co-ordinator, and Mr. Craig Roslien, Assistant Administrator.

In addition to the above licensed personnel, graduate students from the University of Wisconsin, Platteville will be involved in the study. The involvement of University of Wisconsin, Platteville will be under the direction of Dr. Fred Glassburner, head of research, at the University.

FACILITIES

The study is designed to evaluate the program as it exists in the Bloomington High School, and other High Schools in this area of Wisconsin of similar size. Enclosed are letters submitted by administrators of schools of similar size indicating their interest in the Bloomington Curriculum Plan.

OTHER INFORMATION

A. The available support for this program will be supplied by the transmitting agency only. There will be no other support for the program under any other form of government grant.

B. This proposal is being submitted only to the agency whose name appears on the title page.

C. This is an original proposal, and does not exist in any other form such as an extension of or previously submitted proposal.

D. This is the ORIGINAL and ONLY proposal of this nature submitted to the Office of Education.

ATTACHMENTS:

Explanation - Bloomington High School is located in a rural area of Southwestern Wisconsin, typical of many communities in this area, the high school enrollment is less than 200 students. Census reports fail to indicate any upward surge in this status for the foreseeable future. Our school curriculum is presented in an eight hour day consisting of eight fifty minute periods and a lunch period.

The foregone proposal has evolved from inadequacies in the present traditional curriculum structure. A few of the inadequacies are as follows: (1) It is apparent that children attending small high schools such as Bloomington are educationally deprived, when one compares the curriculum offering of this high school to that of a metropolitan high school, we are grossly deficient. (2) The present traditional curriculum is not doing the job that is required to teach children of rural environments for the technical oriented twentieth and twenty-first centuries. (3) We find that many children attending high school classes are placed in constructive educational situations only about one-half the time during the school day. (The actual percentage for Bloomington is 55% based on a recent survey.) The remainder of the time is spent in study halls or situations that are not conducive for constructive learning. (4) We have also discovered that children both academically gifted and slower learners are confined to a narrow track of study and are not free to choose subjects that are regarded as broadening or induce creativity. This is due to the fact that the traditional curriculum does not provide for the individual needs of children. (5) Faculty members are often asked to teach five or more different subjects during the school year. This results in five or six different preparations

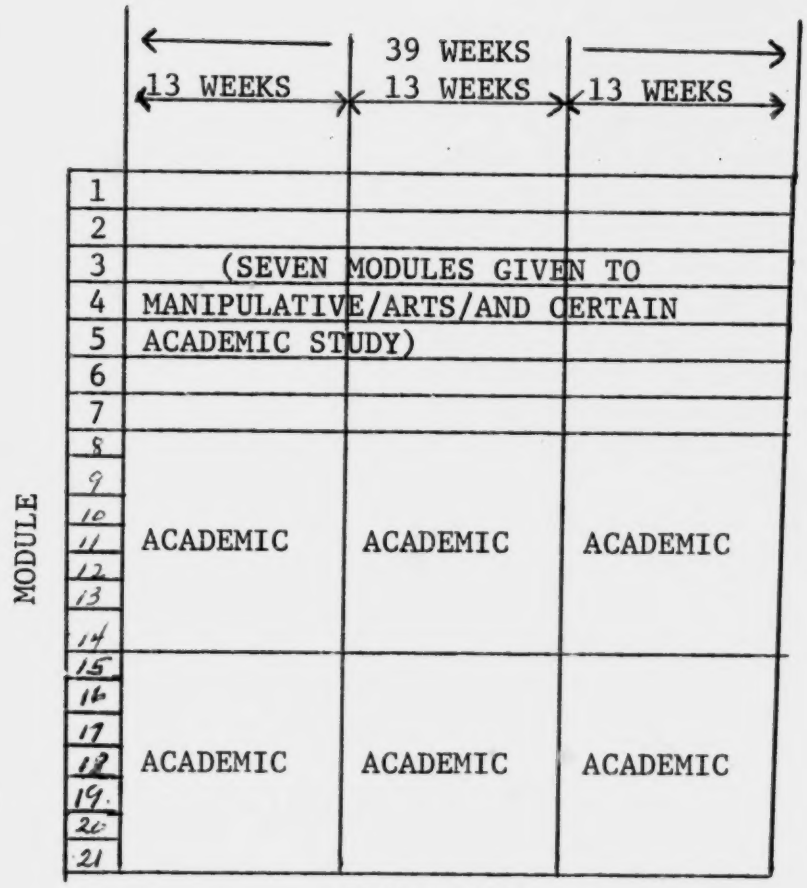
per day, which will limit the proficiency of the most talented teacher. (6) It is our contingent that curriculum revisions need to be made and that children need not be educationally deprived because of their environmental background or the size of high school from which they graduate. It is with this in mind that we submit this proposed study for curriculum revision.

A preliminary study has been under way since September of 1965, and from this continuing study we have been able to draw certain conclusions, and recommendations.

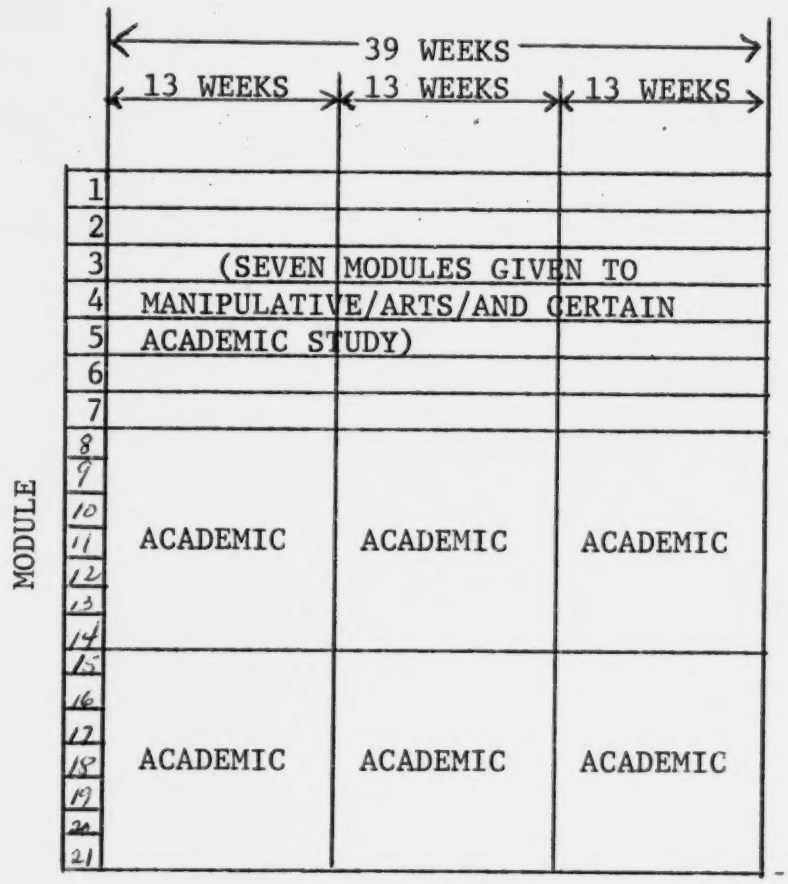
The revised schedule for curriculum development functions as follows: (1) The school year consists of 193 possible teaching days, which is approximately 39 weeks. The 39 weeks are divided into thirds of 13 weeks each. (2) Each block of time consisting of seven modules each school day, five days a week for 13 weeks constitutes one year of study in a particular academic class.

A student will complete two academic classes each 13 week session, and a total of 6 in 39 weeks. (3) Three blocks of time are constant for 39 weeks. Notice modules 1-7 in the 12th and 11th grade example. This portion of the schedule is given to manipulative skills, arts and some academic classes. These classes meet for a portion of each school day throughout the school year. (Example: "Module Schedule for Manipulative Classes")

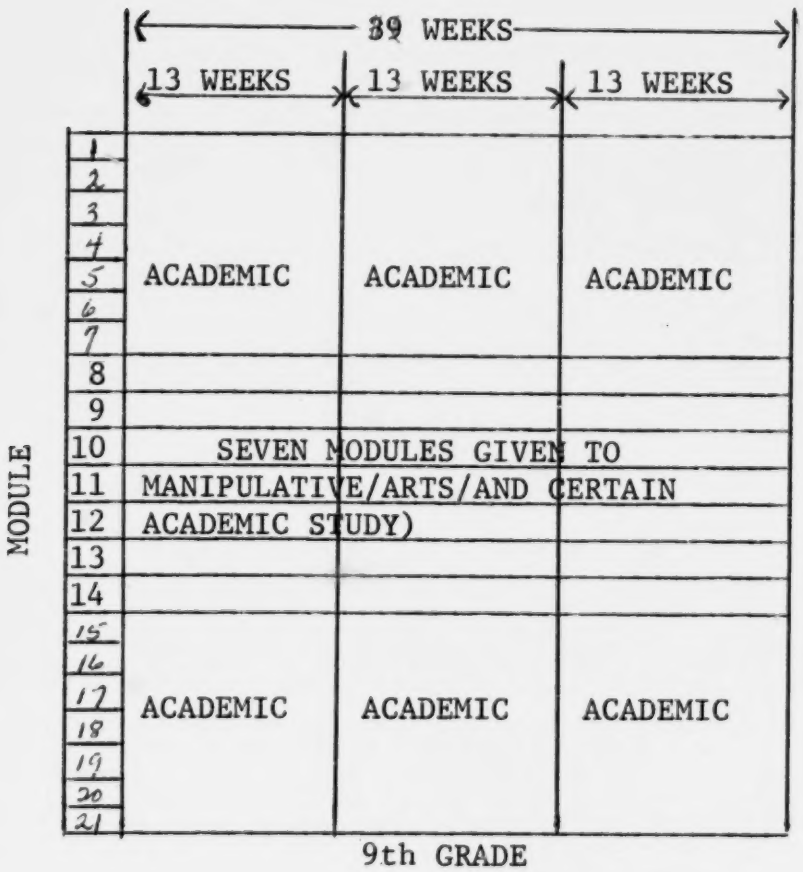
STUDENT SCHEDULE BREAKDOWN



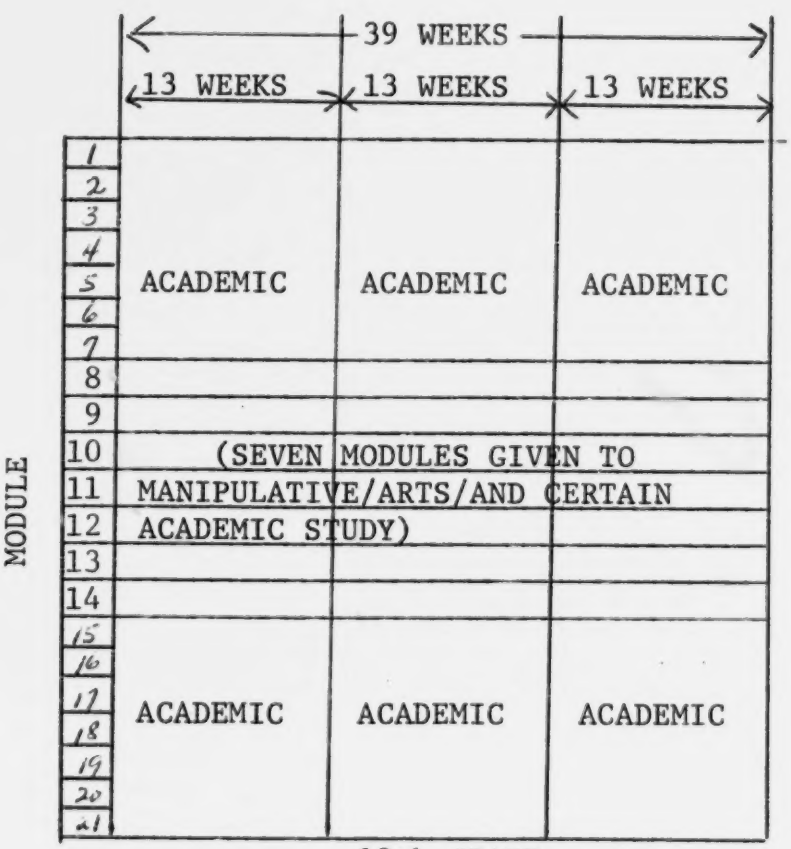
12th GRADE



11th GRADE



9th GRADE



10th GRADE

MODULE SCHEDULE FOR MANIPULATIVE CLASSES

Module	M	Tu	W	Th	F	M	Tu	W	Th	F	Time	
1	PE	HE	PE	HE	PE	Jour	Jour	Jour	Jour	Jour	8:10-8:30	BLOCK ONE — JUNIORS, SENIORS
2	PE	HE	PE	HE	PE	Jour	Jour		Jour	Jour	8:30-8:50	
3	PE	Typ	PE	Typ	PE	Jour	Jour		Jour	Jour	8:50-9:10	
4	Typ	Typ	Typ	Typ	Typ	PE	HE	PE	HE	PE	9:10-9:30	
5	Typ	Typ	Typ	Typ	Typ	PE	HE	PE	HE	PE	9:30-9:50	
6	Typ	Band	Typ	Band	Typ	PE	Band	PE	Band	PE	9:50-10:10	
7	Band	Band	Band	Band	Band	Band	Band	Band	Band	Band	10:10-10:30	
8	Band	Band	Band	Band	Band	Band	Band	Band	Band	Band	10:33-10:53	BLOCK TWO — FRESHMEN, SOPHOMORES
9	PE	HE	PE	HE	PE	Typ	Typ	Typ	Typ	Typ	10:53-11:13	
10	PE	HE	PE	HE	PE	Typ	Typ	Typ	Typ	Typ	11:13-11:33	
11	PE	Band	PE	Band	PE	Typ	Typ	Typ	Typ	Typ	11:33-11:53	
				LUNCH 11:53-12:13								
12	Typ	Typ	Typ	Typ	Typ	PE	HE	PE	HE	PE	12:16-12:36	
13	Typ	Typ	Typ	Typ	Typ	PE	HE	PE	HE	PE	12:36-12:56	
14	Typ	Typ	Typ	Typ	Typ	PE	Band	PE	Band	PE	12:56-1:16	
15											1:19-1:39	BLOCK THREE
16											1:39-1:59	
17											1:59-2:19	
18											2:19-2:39	
19											2:39-2:59	
20											2:59-3:19	
21											3:19-3:39	

Following are three typical schedules for three high school students. These are fourth year students. The actual curriculum schedules are given. Student number 1 ranks in the 75th percentile, student number 2 ranks in the 50th percentile, and student number 3 ranks in the 25th percentile. A comparison may be drawn for the curriculum offering of the 1965-66 school year and the 1966-67 school year. It must be understood that the increased curriculum offering is a direct result of curriculum scheduling revisions and not due to the acquisition of additional teaching staff.

Student number 1

1965-66 Curriculum Schedule

Period	Course
1	Physical Education M-W-F
1	Study Hall Tu-Th
2	English
3	Trigonometry
4	Study Hall
5	Social Problems
6	Chemistry
7	Study Hall
8	Study Hall

1966-67 Curriculum Schedule

Period Block	Course	Time Length
1-4-7	Physical Education, Health, and Chorus (See Manipulative/ Arts, Academic module schedule)	39 wks.
2	Geometry	13 wks.
3	English (College Prep)	13 wks.
5	Trigonometry	13 wks.
6	Social Problems	13 wks.
8	Industrial Arts	13 wks.
9	Chemistry	13 wks.

Notice that student number 1 is now taking nine subjects during the 1966-67 school year as compared to five for the school year 1965-66. This student is definitely college bound, yet he was able to add Industrial Arts and Chorus to his curriculum. The maximum number of preparations for student number 1 is now 2 per day as compared to 4 academic preparations in 1965-66. Student number 1 has also been able to add another math class to his schedule, a sequential step that is impossible under traditional curriculum schedules.

Student number 2

Period	Course
1	Social Problems
2	English (Business)
3	Chemistry
4	Study Hall
5	Geometry
6	Physical Education M-W-F
7	Study Hall
8	French

Period Block	Course	Time Length
1-4-7	Physical Education, Health, and Journalism (See Manipulative/Arts/ Academic module schedule)	39 wks.
2	English (Business)	13 wks.
3	Social Problems	13 wks.
5	Earth Science	13 wks.
6	Bookkeeping	13 wks.
8	Practical Math	13 wks.
9	Industrial Arts	13 wks.

Student Number 3

Period	Course	Period Block	Course	Time Length
1	Social Problems	1-4-7	Physical Education, Health, and Typing I (See Manipulative/Arts/ Academic module schedule)	39 wks.
2	Industrial Arts	2	Agriculture	13 wks.
3	Study Hall	3	English (Vocational)	13 wks.
4	Agriculture	5	Earth Science	13 wks.
5	English	6	Social Problems	13 wks.
6	Physical Education M-W-F	8	Practical Math	13 wks.
6	Study Hall Tu-Th	9	Industrial Arts	13 wks.
7	Study Hall			
8	Study Hall			

Notice that student number 3 will be preparing for a functional vocational field. This student is now enrolling in practical courses such as Earth Science, Practical Math, and Industrial Arts that were previously not available to him.

Below are two typical teaching schedules for teachers of the Bloomington Community High School.

Traditional Curriculum Schedule for
the 1965-66 school year

Period	
1	Class
2	Class
3	Study Hall
4	Class
5	Preparation Period
6	Study Hall
7	Class
8	Class

The above classes meet daily throughout the school year.

Revised Curriculum Schedule for
the 1966-67 school year

Period	Each period is divided into 13 week segments.		
1	13 weeks	Preparation	
2	13 weeks	Class	This is the daily schedule for a teacher operating under the revised curriculum schedule (NOTICE each teacher has only two class presentations per day)
3	13 weeks	Class	
4		Class	
5		Preparation	
6		Class	
7		Preparation	
8		Class	
9		Class	

TEACHER ASSIGNMENTS FOR 1966-67
BLOOMINGTON HIGH SCHOOL

Name	Class Adv.	H.R.	1	2	3	4	5	6	7	8	9	Extra Curr. Assign.
Brower, Glen	Junior	Ag.	Lab	Ag. Rm. Ag. 12	Ag. 11	Ag. 9	Lab	Ag. 10	Lab	Ag. Rm. Ind.Art	Ag. Rm. Ind.Arts	FFA Drivers Ed.
Business, New							Of. Pr.					
Chappell, Mary	Sr.		Lab	Home Ec.	Home Ec.	H.E. 10	Lab	H.E. 9	Lab	Home Ec. Sewing	Home Ec. Foods	FHA
Cupps, Kenneth	Fr.Ch.	En	Lab	En. 12	En. 12	Lab	En. 12	En. 12	Eng. 10	Lab	Eng. 10	Forensic Year Book
Felder, Marion	Sp.Ch.	Lib.	Libr.	Libr.	Libr.	Libr.	Libr.	Libr.	Libr.	Libr.	Hist.Rm. Eng. 10	Forensics Ch
Fredricks, Delores									Sci.I Rm Fr. I	Lab	Sci II Rm Fr. II	
Fredricks, Glen			Soc.S.Rm. Jourl			S.S. Rm Jourl			S.S. Rm. Jourl			
Horner, Marion	Prom Jr.		Elem	Elem	Elem Blg HS Art	Elem	Elem	Elem Blg HS Art	Elem	Elem	Elem Bul HS Art	Prom Decr.
Jacobson, Adele	Fresh		Eng. Rm. HS PE	Sci IIRm HS PE	EL PE	Eng Rm HS PE	Hist Rm HS PE	EL PE	Math Rm HS PE	Sci IIRm HS PE	EL PE	GAA Cheerleading
Jazaeri, Mohsen	Sp.	Math	Lab	Math Rm Geom.	Alg I	Alg II	Trig	Lab	Lab	Pr.Mth	Geom	Volleyball Sch. Play
Johnson, Jerald	Sr.		Guid	Guid	Guid	Guid	Sci II E. Sci	Guid	Guid	Guid	Guid	
Jozefowicz, Betty	Jr.Ch	S.S	Lab	Soc. Pr.	Soc. Pr.	Lab	Soc. Pr.	Soc. Pr.	Libr. & Read	Lab	Eng. 10	Forensics
Jozefowicz, Michael	Sp.		HS Music	HS Music	El Music	HS Mus	HS Music	El Music	HS Mus	HS Music	El Music	Band, Chorus
Kressin, Richard	Jr.		Eng. Rm HS PE	Sci IIRm HS PE	EL PE	Eng Rm HS PE	Hist Rm HS PE	EL PE	Math Rm HS PE	Sci IIRm HS PE	EL PE	Ath. Dr. FB, BB, BB
Kressin, Sally				Sci I Rm Read	Sci I Rm Read		Sci I Rm Read	Math Rm Read		Soc.Pr.Rm Read	S.Pr.Rm Read	
Nuckolls, Mary	Sr.Ch	BK.	Lab Typ I	Type I	Bk Rm Shtnd	Lab Type I	Type I	Bkkpt	Typ I Lab	Typ I	Typ II	Forensics
Rolloff, James	Fr.	His	Hist Rm W.-H	Lab	Hist Rm W. Hist	Hist Rm W. Hist	Lab	Hist Rm W. Hist	Hist Rm Geog	Hist Rm Geog	Lab	Track Wrestling
Roslien, Craig	Sr.	Sp.I	Biol Sci IIRm	Lab	Sci II Rm Bil.	Sci IIRm Gen.Sci	Lab	Sci I Rm S. Sem	Adm	Sci I Rm Chemistry	Adm.	Coach Basketball
Marahalli Rama Raju,	Fr.		Math Ed	Elem	Lab	Lab	Elem		Sci II Rm Gen. Sci	Elem	Sci I. Rm Chem.	